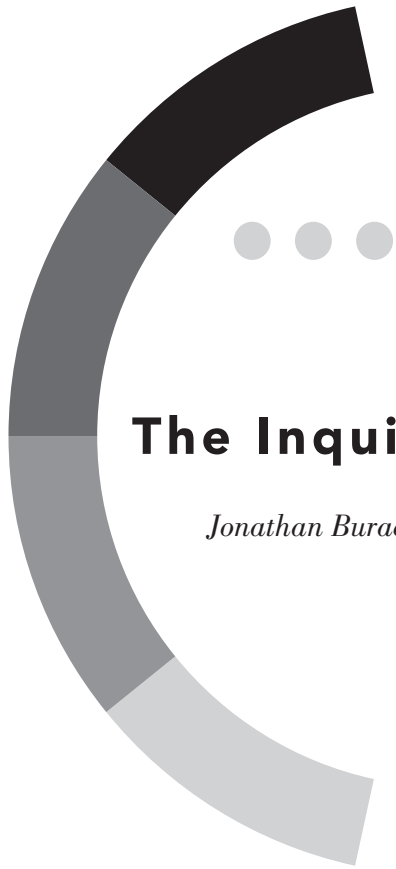


# A Rising Industrial Giant



## **The Inquiry Arc** in U.S. History

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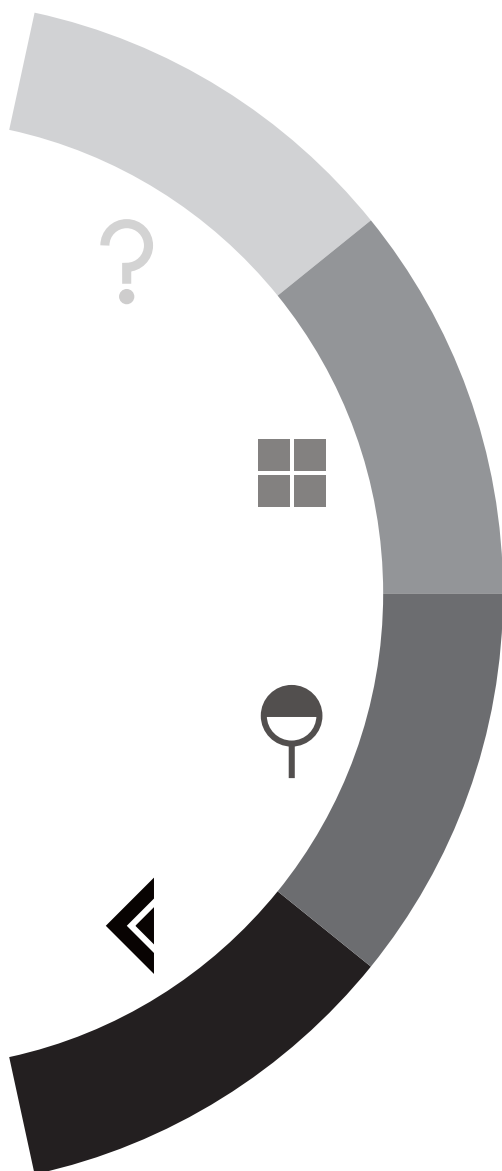
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### C3 Framework

This book is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies Standards. This C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this book are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



### Four Dimensions of the Inquiry Arc

#### **1 Developing compelling and supporting questions and planning inquiries**

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

#### **2 Applying disciplinary concepts and tools**

These are the concepts and central ideas needed to address the compelling and supporting questions students pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each lesson addresses all of these disciplines.

#### **3 Evaluating sources and using evidence**

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

#### **4 Communicating conclusions and taking informed action**

While this may take the form of individual essays and other writing assignments, these lessons stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each lesson.

## How to Use This Book

This book offers you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in U.S. history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each lesson asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and includes individual and group tasks in an integrated way.

Each lesson includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to implement the lesson's assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a time frame for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

Each lesson is aligned with several C3 Framework standards and Common Core State Standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading of information texts, making these lessons ideal for integration into English Language Arts instruction.



### C3 Disciplines



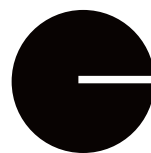
**History**



**Civics**



**Economics**



**Geography**

## Introduction

The Homestead Act of 1862 opened huge sections of prairies and other lands west of the Mississippi River to millions of small farmers. The law allowed any 21-year-old adult or head of a family to claim up to 160 acres of federal land for free, except for a small filing fee. To become an owner and receive title to the land, the settler had to live on it for five years and improve it by building a home and farming on it. Some homesteaders succeeded. Others did not. Land speculators, at times, took advantage of the law in several ways. In time, heavy overgrazing and farming of the dry soils of the prairie led to erosion and other environmental problems. Nevertheless, the Homestead Act was always popular and always helpful to many seeking land and a new way of life in the West. Was the act successful? Was it necessary or a good idea? These are the compelling questions for this lesson. In this lesson, students will work with short passages from ten primary sources. These primary sources form the core content for a set of tasks that will help students answer the lesson's compelling question.

## Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about the Homestead Act. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

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## C3 Standards Addressed by This Lesson

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- ◆ **D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.
- ◆ **D2.His.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.His.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.Civ.3.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.Eco.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.Geo.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.Geo.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.

## Teaching Instructions

### Compelling Question

Was the Homestead Act necessary?

### Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.

### Asking Questions about the Homestead Act

*This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework*



### Day One

1. Briefly discuss the Introductory Essay in class, and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, economics, or geography. As they work, the groups should keep in mind the lesson's overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the primary sources for this lesson. Each group may share a primary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three primary sources and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.

### Applying Disciplinary Concepts and Evaluating Sources and Evidence

*This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework*



### Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group's compelling question. After reading the remaining seven primary sources, they will select one that supports their claim.

# *The Railroad*



*Union Pacific railroad freight train, Alray, California.*

After the Civil War, many inventions, new industrial methods, and new forms of business organization vastly increased production in the United States. In steel, tobacco, sugar refining, meatpacking, and other industries, some companies grew rapidly. In time, a few huge corporations came to dominate key industries. By growing large, they could take advantage of what are called *economies of scale*. These are savings that come from using the best machinery and large-scale factory organization to produce huge amounts of a product. When this is done, each unit of a product can often be manufactured at a relatively low cost.

To grow large enough, however, a business has to find enough customers. That usually means finding a way to sell products all across the nation, not just in a local or statewide market. In the late 1800s, one thing above all made this possible—the railroad. More accurately, a *system* of rail lines made this commerce possible by linking all key parts of the nation into one vast national marketplace.

In the thirty years before the Civil War, railroad lines had already begun to spread across the land. By 1865, the United States had about 30,000 miles of track. Yet no well-organized



railroad system existed. The width of the tracks (its gauge) varied from line to line. On long trips, trains often had to be unloaded and their goods transferred to a new line several times. Lines were located to meet local or state needs. Little attention was given to any larger national system. After the Civil War, that would change.

In 1869, the Union Pacific Railroad and the Central Pacific Railroad linked up in Utah to form the nation's first transcontinental line. Until then, a journey from New York to San Francisco took about one hundred days by boat around the tip of South America. With the new railroad, it took just six to eight days across the continent.

Soon, four other transcontinental lines tied parts of the Pacific coast to the rest of the nation. A single standard track gauge was agreed upon. Short lines linked to larger trunk lines to create a vast network connecting communities across the nation. From 1865 to 1895, the total mileage of main line track rose from about 35,000 miles to 180,000 miles.



Map of routes for a Pacific railroad.

The railroads were the first truly large-scale business corporations. This passage on that theme is from Charles Lee Raper, *Railway Transportation: A History of Its Economics and of Its Relation to the State*.

### Original Document

The railway business, to be efficient, must be on a large scale, and the great systems must work in the manner and after the spirit of co-operation. The process which has converted thousands of small, disconnected, and inefficient lines into big systems, whether of one form or another, has been one of the most significant things in the history of railways of the United States. In spite of one proclamation of illegality or another, they have come to group themselves according to the economic divisions of a vast and varied country—into practical monopolies. . . .

The systems of the United States, while they are largely monopolistic so far as the producer of railway service in a certain territory is concerned, are still and will long continue to be under the force of competition at certain great strategic centres. They are also under a still more powerful force—that of the competition of markets with markets. The fact that the products of many sections of a country, yes of the world, may compete in their sale in the same common market will always have a profound influence upon the railway management.

### Adapted Version

To be efficient, the railway business must be on a large scale. Just as important, these great systems must work in a spirit of cooperation. Thousands of small, disconnected, and inefficient lines have already been linked into big systems. In one form or another, this process has been one of the most significant things in the history of railways in the United States. There have been various efforts to proclaim this to be illegal. Yet in spite of that, the railroads have come to group themselves according to the economic divisions of a vast and varied country. That is, they have made themselves into practical monopolies.

It is true that these systems are largely monopolistic. Or at least they are so far as the railway service of each limited territory is concerned. However, they are still and will long continue to be under the force of competition where they meet in certain great strategic centers. They are also under a still more powerful force of competition—that is, the competition of the many markets for the goods they carry. The products of many sections of the country (or the world) usually compete in a common market. This will always force railway companies to keep transportation costs low.

Original Document Source: Charles Lee Raper, *Railway Transportation: A History of Its Economics and of Its Relation to the State*, Based, with the Author's Permission, upon President Hadley's "Railroad Transportation: Its History and Its Laws" (New York: G. P. Putnam's Sons, 1912), 212–213. Available online from Google Books at [https://books.google.com/books?id=qlacVGyGEC&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.com/books?id=qlacVGyGEC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false).